EXHIBIT 122

Inventory of Assessments Related to the Delivery of the Educational Benefits of Diversity and Inclusion, updated June 2018 (UNC0384902)

THE UNIVERSITY *of* NORTH CAROLINA *at* CHAPEL HILL

Inventory of Assessments Related to the Delivery of the Educational Benefits of Diversity and Inclusion

University of North Carolina at Chapel Hill

Last Updated June 2018

Prepared by the Office of Institutional Research & Assessment

for

The Educational Benefits of Diversity and Inclusion Working Group

Table of Contents

Introduction

The Educational Benefits of Diversity Working Group coordinates and enhances the assessment of the University's ongoing efforts to realize the educational benefits of diversity and inclusion for its undergraduate students.   One of the group's first initiatives was to examine the scope of these assessment efforts across the many different campus organizations, including academic departments, centers and institutes, student and academic support units, administrative offices, and outreach programs.

This report describes the information gathered as of June 2018 on the projects, instruments, data collections, and analyses that campus units have implemented or are designing to assess the extent to which undergraduates students have opportunities and experiences that enable them to benefit from diversity and inclusion. This inventory will continue to be expanded with information collected through ongoing reporting processes such as the University's annual collection of outcomes assessment reports.

The following is a description of the methods used to compile this inventory.

Survey of Diversity Liaisons. The Working Group identified the University's Diversity Liaisons as a primary source of information on diversity and inclusion-related assessments conducted or in progress within their units.   Diversity Liaisons are appointed by their deans and/or chairs to coordinate unit-level efforts to achieve diversity goals and an inclusive environment for learning, scholarship, and service, and to work with the University Office of Diversity and Inclusion on institutional initiatives.

The Educational Benefits of Diversity Working Group developed a survey to gather information on local assessments efforts from the Diversity Liaisons. In late April 2018, the Office of Institutional Research and Assessment administered the survey to the 167 Liaisons on a list provided by the University Office of Diversity and Inclusion. Survey instructions emphasized that the request focused on assessments of related to undergraduate students, their experiences, and services offered to them. As a result, it was expected that many of the Liaisons, who represent the broad spectrum of academic, administrative, research, and other campus units, would not respond.

To date, over 40 responses to the survey have been received, with the majority providing information on assessments within their units. Many of the responses came from individuals other than the Diversity Liaisons who had been forwarded the request, and in other cases, multiple people from the same unit replied to the survey. Therefore, it is not meaningful to calculate a response rate for this type of survey.

Information Collected from Other Sources.   Staff in the Office of Institutional Research and Assessment (OIRA) reviewed projects it completed on behalf of or in collaboration with campus units in recent years and entered information not reported through the survey. These included unit-level climate surveys, data analyses, and accreditation-related reports relevant to undergraduate student diversity and inclusion and educational benefits received.   They contacted heads of some units who had not responded to the survey and by clarifying the purpose of this inventory, identified other relevant assessments. In addition, the OIRA staff reviewed the annual outcomes assessment reports submitted by academic, student support services, and other units that serve undergraduate students and found other examples of assessments.

1

College of Arts and Sciences

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
Academic Departments						
Division of Social Sciences & Global Programs	Summary of global curriculum contents by department and opportunities for out-of-class interactions with other cultures	Descriptive, qualitative	Students and programs	Opportunities and participation rates	one-time project	Social science departments within the College offer a wide range of opportunities for students to gain intercultural competencies through interactions with individuals of different nationalities
Germanic & Slavic Languages & Literatures Dept.	The assessment was meant to gage the diversity of the students enrolled in all of our classes, not just majors and minors.	Survey	All students enrolled in GSLL courses.	Demographics	It was a one-time project	Overall, we found there was much more diversity amongst the students enrolled in our courses than we anticipated.
Mathematics Dept.	Math gateway course success	Statistical analysis of course examination performance	Enrollees in lower level math couses	Evaluate instructional innovations designed to enhance the performance of minority and first generation students who tend to struggle in these courses	ongoing	Results are being used to identify successful teaching strategies and promote these best practices
English & Comp Lit Dept	Research on the construction of contemporary American Identitities, critical race theory, anti-racism; and managing classroom discussions on race	Narratology	Students and faculty	Issues of race and identity in contemp	ongoing research and teaching	NA
Psychology Dept	Climate for Diversity within the Dept of Psychology	Survey	Undergraduate Psychology majors	Student perceptions of the climate for diversity and inclusion within Davie Hall	One time	
	Instructional Innovation in Large Psychology Classes	Surveys; analysis of class grades and student demographics; comparisons of success rates in courses taught using traditional and innovative methods	Undergraduates in PSYC 101	Differences in achievement by demographic groups between course sections using traditional and innovative teaching methods	Multiple analyses	Innovative methods led to reduction in achievement gap for URM and first-generation students
Chemistry Dept	AAU Grant for Improving Achievement in Beginning Chemistry Classes	Data analysis of Chemistry achievement by demographic group in traditional vs. innovative classes	Undergraduates in CHEM 101	Differences in achievement by demographic groups between course sections using traditional and innovative teaching methods	Multiple analyses	Innovative methods led to reduction in achievement gap for URM and first-generation students
Economics Dept	Instructional Innovation in Large Economics Classes	Data analysis of ECON 101 achievement by demographic group in traditional vs. innovative classes	Undergraduates in ECON 101	Differences in achievement by demographic groups between course sections using traditional and innovative teaching methods	One time	

College of Arts and Sciences

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
Biology Dept	Instructional Innovation in Large Classes	Surveys; analysis of class grades and student demographics; comparisons of success rates in courses taught using traditional and innovative methods	Undergraduates in BIOL 101	Differences in achievement by demographic groups between course sections using traditional and innovative teaching methods	Multiple analyses	Innovative methods led to reduction in achievement gap for URM and first-generation students
AAAD Dept.	Evaluation of student presentations at AAAD's Annual Undergraduate Research Conference	Evaluation of papers and presentations by faculty using a rubric	Students presenting at research conference	Learning outcomes from conducting research, presenting, and discussing topics related to diversity and inclusion across society.	Annually	Quote from faculty member: "'It's vitally important for young people to consult an array of evidence and sources to come up with their own conclusions, be able to make arguments about those conclusions and encounter other people's arguments[through the lens] of their own research," Clegg said. "And you need to be in the public square, at a conference like this, to do that." Faculty use the results of the assessment of student learning to make improvements to the curriculum.
Institute for the Study of the Americas	Provide data for Open Access	Compilation of information to meet accreditation or program review requirements	Majors/minors in this school or department's programs, Graduating seniors, Alumni, Users of the academic or student support services offered by this unit	to assess participation of undergraduate students in international education	On a recurring basis	In the process of being analyzed
Undergraduate Education						
Men of Color Engagement Initiative	Start Strong Summer Transition Program Evaluation	Course evaluation, Survey, Focus groups, EDUC 130 Pre-Post Comparison Survey	Newly admitted undergraduate students, Men of Color	Satisfaction with the environment for diversity and inclusion, In- and out-of class experiences, Sense of belonging, Self-assessments of growth in understanding, respect, and empathy resulting from interactions with others who are different from themselves	On a recurring basis	
	"Beyond Carolina – Atlanta '18" Evaluation	Pre-Post comparison survey	Men of Color participants	Learning as a result of participation in this program	It was a one-time project	TBA
	Review of Contents of Minute Papers Prepared at Monthly Gatherings	Students write short papers on specific diversity and inclusion topics prior to discussion	Men of Color participants	Perceptions of the climate and its impact on their learning and sense of belonging	recurring	TBA

College of Arts and Sciences

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
Summer Bridge	Tracking Summer Bridge Participants	Longitudinal data collection and analysis	Summer Bridge cohorts	Academic success and retention over the course of the undergraduate experience for Summer Bridge participants		
		Student evaluations during and following Bridge program	Summer Bridge cohorts	Effectiveness of overall experience		
		End of year, one-on-one interviews	Summer Bridge cohorts	Perceptions of effectiveness of Summer Bridge experience in preparing them for first year of college		
Writing Center	Underrepresented, First Generation, Low-Income Men in STEM	Survey, focus groups, individual interviews	Undergraduate URM, First Generation, Low-Income Men in STEM majors	Feelings of preparedness for UNC campus, support, comfort level in seeking services, representativeness of support	one-time project	Feelings of isolation from being the only black male in class; desire for connections with students of similar identities; desire for more representative support services, wanted more access to mental health resources.
Undergraduate Research	Participation in Undergraduate Research	Data analysis	URM students	Analysis of the undergraduate research participation rates of underrepresented students (by race/ethnicity, gender, income, first generation status)	recurring analysis to identify trends	Not yet complete; however, prior analyses at UNC have revealed a gap in rates of participation in undergraduate research. We would like to reduce this disparity to provide all students with opportunities to work with diverse peers, which research has shown to improve problem-solving and critical thinking skills.
	Undergraduate Research Project Assessments	Data analysis	Undergraduate and graduate students	Participation rates in Celebration of Research Poster Session Celebration by demographic groups and Graduate Research Consultant involvement by demographic groups		
Study Abroad Office	Analysis of study abroad participation rates by race/ethnicity and other demographics.	Data analysis by OIRA	Students	Participation in study abroad by demographic characteristics	recurring analysis	Analyses continue to show disparities in Study Abroad participation rate, indicating that underrepresented students are not receiving as many opportunities as their peers to experience different cultures and perspectives.
	Evaluation of Study Abroad Experience	Analysis of evaluations completed by participants	Study Abroad participants	Participation by demographic groups		
Honors Carolina	Honors Carolina Participants	Data analysis	Honors Carolina students	Demographic characteristics of Honors students		

College of Arts and Sciences

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
Office of Innovative Instruction	Instructional Methods Evaluation	Data analysis; focus groups with Faculty Learning Community on Quantitative Reasoning	Students enrolled in large gateway courses; faculty who teach quantitative reasoning courses	Research studies about effectiveness of high structure, active learning; faculty perceptions of effectiveness of interventions to improve math skills		
Undergraduate Retention	Office of Undergraduate Retention assessments	Analysis of eligibility data assembled by the OIRA; analysis of appeals letters	Undergraduate students	To understand the differences in academic achievement by demographic groups and student perceptions of reasons for their academic difficulties		
The Finish Line Project	Transition to Carolina intervention evaluations	Data collection, analysis, and publication	Rural students,, URM students, American Indian Students	Success of underrepresented minority students and obstacles to completion	one-time project	Analyses are still in progress, with publication of results planned for late 2018
		Randomized assignment of students to control vs. treatment sections of transition support courses; evaluation of course performance and student evaluations	Undergraduate students enrolling in transition support courses: Navigating the Research University, Science of Learning (manuscript), Junior Transfer Seminar, new modular courses including Personal Finance	Student learning outcomes from courses focusing on learning skills, adaptation to research university environment, strategies for academic and personal success, management of time and money, etc.	one-time project, may be expanded	Analyses are still in progress
	Experiences at Carolina	Student surveys, focus groups, analysis of student progression	First generation students, transfer students, STEM majors	Math attitudes, experience of being first generation (article), focus groups with transfer students in STEM fields (manuscript), pathways through STEM for transfer students	one-time project	Reports in progress
	High Structure, Active Learning	Randomized Controlled Trial for STEM faculty with different structure within the Faculty Learning Community (High Structure or Self-Governing)	Math Department Faculty Learning Community and student enrollees	How do students from different backgrounds use the learning management systems and course resources within a STEM course? How does this affect their retention within STEM over their academic trajectory?	one-time project	Reports in progress
	Transitioning Out of Carolina	Analysis of applications to graduate school	First generation students	Intentions to attend graduate school among first generation students	one-time project	In progress
	Academic Coaching	Randomized Controlled trial of professional staff training for academic coaching	Professional Staff	Who benefits from being trained to be an academic coach? What mechanism of training works best?	one-time project	In progress

College of Arts and Sciences

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
		Randomized Controlled trial of student academic coaching	Student Academic Coaches	Who benefits from academic coaching?	one-time project	In progress
	Evaluation of Carolina Male Scholars Program	Focus groups	Upper level males of color (60)	Effectiveness of programming and services		
Lookout Scholars Program	Evaluation of Lookout Scholars Program	One-on-one interviews at year end	Low Income, First Generation undergrads	First year academic and personal achievements and perceptions of the effectiveness of program services		
Chancellor's Science Scholars Program	Chancellor's Science Scholars Program, designed to support URM and first generation students in successful completion of STEM degrees and careers	Application analysis	Incoming Class applicants	Interest and motivation to pursue STEM study and careers	Annually	To be provided
		Four major assessments during the Summer EXCELerator Program	Chancellor's Science Scholars entering cohorts	Learning from participation in summer program to introduce CSS students	Annually	To be provided
		Mapping research experiences	All CSS cohorts	Track research involvement of CSS students	Annually	To be provided
		Mapping advising	All CSS cohorts	Use of advising resources by CSS students	Annually	To be provided
		End-of-year online survey	All CSS cohorts	Student perceptions of learning and science engagement	Annually	To be provided
		End-of-Year one-on-one inter	All CSS cohorts	Student perceptions of the program and their learning outcomes	Annually	To be provided
Undergraduate Curricula and Other	Majors over time as a function of demographic characteristics	Student data analysis	Undergraduates in College of Arts & Sciences	Student selection and progression through majors	one-time project	To be provided
	Course Evaluation items related to diversity and inclusion in the classroom	Psychometric analysis of course evaluation data	Students in the College of Arts & Sciences	Psychometric properties of course evaluation items intended to capture student perceptions of diversity and inclusion in the classroom	Ongoing	To be provided
	Tool for faculty to assess their own grading patterns	Analysis of instructor course data	Students and faculty in selected departments within the College of Arts & Sciences	Identify differences in student achievement by demographic characteristics	Ongoing	
	Department Profiles	Analysis of student data by major	All faculty in undergraduate programs	Demographic characteristics of students in the major and their progression through the program and beyond		

College of Arts and Sciences

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
	Where Are Our Students Over Time	Compilation of data from National Student Clearinghouse and AlumniLive	Undergraduate degree recipients 10 and 20 years out	Graduates' further education and professional achievements		

Professional Schools

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
School of Education	Diversity/Inclusion-Aligned Course Evaluation Items Supports Inclusive Learning Environment Outcome: Support academic programming that creates an inclusive learning environment for students from diverse backgrounds. SOE has a social justice mission, seeks to provide open and inclusive learning environments.	Course evaluation	Majors/minors in this school or department's programs, Graduate students also included	Satisfaction with the environment for diversity and inclusion, Sense of belonging	On a recurring basis	From SOE Academic Affairs' annual assessment report for 2016-17 in Taskstream: Approximately 20% of responses that were not positive (SD, D, NA/D). While this meets the acceptable target for the baseline year, this provides opportunity for further investigation of course evaluation data at the program level for trends and patterns.
	Annual Review of Fall-to-Fall Enrollment: by program, gender, ethnicity and residency.	PeopleSoft/Infoporte data extraction.	Majors/minors in this school or department's programs, Graduate students included.	demographics only	On a recurring basis	Prepared most recently to meet CAEP Accreditation, CAEP Standard 3.1: Plan for Recruitment of Diverse Candidates who Meet Employment Needs. See attachment for details. 3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.
	Faculty Online Annual Report	Compilation of information to meet accreditation or program review requirements, Faculty Online Annual Report	Faculty Research	Survey to identify faculty research in this area.	It is currently in development for administration in the near future	This is the first year colelcting such data. A sample "Intellectual Contributions" report from Digitial Measures is uploaded below.
	EDUC 131 Diversity and Inclusion Class	Weekly journal prompt	EDUC 131 Enrolled Students	Satisfaction with the environment for diversity and inclusion, In- and out-of-class experiences, Sense of belonging, Self-assessments of growth in understanding, respect, and empathy resulting from interactions with others who are different from themselves, Global Perspective	On a recurring basis	In the minute free-write prompt, students shared two salient points about diversity and inclusion. Themes of the free-write were: 1. Importance of diversity 2. Misconceptions of diversity 3. Engaging in dialogues about diversity and inclusion 4. How to leverage identity
School of Medicine: Clinical Medicine	CTSA Program Common Metrics: Careers in Clinical and Translational Research	Analysis of service usage data	Users of the academic or student support services offered by this unit	Pre/early career education in clinical and translational research	On a recurring basis	The robust recruitment and selection process resulting in ~20% of applicants being selected, and rigorous training program both contribute to the retention of KL2 scholars in the clinical and translational research workforce.

Professional Schools

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
Kenan-Flagler Business School: BSBA Program	Annual Student Satisfaction Survey	Survey	Majors/minors in this school or department's programs	Satisfaction with the environment for diversity and inclusion, In- and out-of-class experiences, Sense of belonging	On a recurring basis	Feeling a sense of contentedness to the Kenan-Flagler Community was one of the lowest rated items on our student satisfaction survey. We are conducting focus groups to do a deeper dive, have formed a Diversity and Inclusion Commitee with students, faculty and staff and have launched a series of workshops on D&I topics (implicit biases, Browning of America, managing difficult conversations) and have launched several new electives on race and gender in the workplace.
	Focus groups with Carolina Covenant students to assess socio-economic D&I climate.	Focus groups	Majors/minors in this school or department's programs	Satisfaction with the environment for diversity and inclusion, In- and out-of-class experiences, Sense of belonging	It is currently in development for administration in the near future	
	GLOBESmart	Survey	Majors/minors in this school or department's programs	Self-assessments of growth in understanding, respect, and empathy resulting from interactions with others who are different from themselves	On a recurring basis	Here is a link to the GLOBESmart Assessment: http://www.aperianglobal.com/modes-of-delivery/globesmart/
	Course evaluations	Course evaluation	Majors/minors in this school or department's programs	Assesses the global content of our courses	On a recurring basis	It has yet to be analyzed
School of Medicine: BSN Program	School of Nursing Climate Survey	Survey	Graduating seniors	Faculty and staff perceptions of the climate for diversity and inclusion within their workplace, and included observations of the climate for students.	one-time project	Survey was administered 2-3 years ago and current dean's office staff were unclear how the results were been used
School of Information & Library Science: BS Program	Diversity Advocate Certificate Program	Review and assessment of applications from graduating students who pursued the Diversity Advocate Certificate	Graduating seniors	Experiences and participation in diversity- and inclusion-related programs and training by graduating students	Annually	Ongoing
School of Medicine: Allied Health Sciences	2016 – AHS Diversity and Inclusion Student Experience	Survey	Students	Student perceptions of experiences with diversity and inclusion in AHS	one-time project	
	2017 – Implicit bias survey to attendees (mostly faculty) + PT and OT have used additional measures for courses, Diversity and Inclusion Leadership Team (faculty and staff)	Survey	Faculty and staff	Implicit bias	periodic	
	2018 – Difference Matters (students, faculty and staff)	Survey	Students, faculty, and staff		one-time project	
	*2016-2018 – Showcase for a cause event and fundraiser – to heighten awareness of various disabilities and provide tangible support for special needs groups in our community (e.g., Down's syndrome, Special Olympics, UNCH Pajama Pals)					

Professional Schools

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
School of Media & Journalism: BA Program	MEJO Graduating Senior Survey	Survey	Graduating seniors	Items measured how seniors felt about the diversity representation in our curriculum, if they used the Global office, how they felt about our diversity as a school, and the two knowledge questions related to diversity	Annually	The majority of respondents indicated that the curriulum provided them with a foundation in the diversity of peoples and cultures and of the significance and impact of media and communications in a global society.; gender, race, ethnicity, sexual orientation and/or other forms of diversity in relation to media and communications; a satisfactory level of diversity and inclusion in the MJ-school in relation to special events and programs; faculty and instructor diversity; staff diversity; student diversity; and extent to which the school values diversity and inclusion. Qualitative responses have not yet been analyzed.
Gillings School of Global Public Health	Multiple projects to assess the effectiveness of efforts to promote diversity and inclusion and ensure that students are culturally competent for the public health field	Surveys, focus groups, individual interviews, course evaluations	Students, faculty, and staff	Climate, curriculum, and many other aspects of the student educational experience in preparation for public health practice.	Ongoing	Results have been used to for curriculum evaluation, program planning and improvement, and accreditation,
School of Dentistry	School of Dentistry Diversity and Inclusion Climate Survey (2016)	Survey	Students, faculty, and staff	Perceptions of the climate for diversity and inclusion within the School of Dentistry and impact on student learning	one-time project	Results were reviewed within the school and used for accreditation

Student Affairs

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
Student Affairs						
Carolina Housing	For the past three years, Carolina Housing has participated in the Sky Factor Residential Benchmarking Assessment. This survey explicitly ask to what degree do residents interact with people who they perceive to be different from them, see the benefits of diverse interactions, and are able to understand other residents by putting themselves in their shoes.	Survey	All undergraduate students who reside on campus	Satisfaction with the environment for diversity and inclusion	On a recurring basis	The 10 year trend of this data suggest that the 2018 residents are interacting with others who they perceive to be different from themselves at less frequent rates than the 2008 resident. This could be because of changes in the common meaning of "diverse interactions" as well as national and political trends. In the summer we have a working group to help identify the future direction of our diversity efforts within the halls.
	Men of Color Gathering : The purpose of Men of Color gatherings is to provide a safe space to build community among men of color living in the residence halls. The FYE program, in collaboration with units across campus, offer men of color living in the residence halls opportunities to engage around topics such as career development, academic integrity, interpersonal and intrapersonal relationships, identity development, and masculinity and femininity. Approximately 171 students participated over 8 gatherings in the 2017-2018 academic year. The program is assessed through brief reflective journals and a retroactive pre and post survey assessment	Survey, Reflective Journaling	Men of Color	Sense of belonging, Self-assessments of growth in understanding, respect, and empathy resulting from interactions with others who are different from themselves	On a recurring basis	Data has not been analyzed for this year

11

Student Affairs

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
	Trinidad Cultural Immersion Trip: The FYE program partners with the Center for Global Initiatives to offer a four day, fully funded, trip to Trinidad for 8-10 first-year students. With financial support through grants and UNC's global education fund, this trip is offered at no cost to first-year students who demonstrate high financial need and have limited to no travel experience. It focuses on the development of core competencies such as interpersonal development, civic involvement, self-awareness, and cross-cultural perspectives and is assessed through a pre and posttest and reflective journals. A total of 17 first-year students have participated in this program.	Survey, Reflective Journals	Users of the academic or student support services offered by this unit	Sense of belonging, Self-assessments of growth in understanding, respect, and empathy resulting from interactions with others who are different from themselves	On a recurring basis	Data has not been analyzed for this year.
	Multicultural Advisor/Social Justice Advocate Program: Carolina Housing offers intentional diversity training to Resident Advisors through a Multicultural Advisor program and to student leaders through a Social Justice Advocate program. Trainings are offered around topics such as identity, socialization, power, privilege, oppression, and allyship to name a few. Both MAs and SJAs encourage and promote learning through dialogue, resident interactions, and programming. There are 46 students participating in both programs which is assessed through a pre and posttest as well as focus groups. For this year we adapted Miller et al. 2009 Social Issues Questionnaire to measure both knowledge and confidence gained around social justice issues.	Survey, Focus groups	Users of the academic or student support services offered by this unit	Self-assessments of growth in understanding, respect, and empathy resulting from interactions with others who are different from themselves	On a recurring basis	The major take away from our assessment efforts is that students grew significantly in their knowledge about social justice but their growth in confidence around some social justice issues was not as high, especially as it pertains to discussing economic and political conversations.

Student Affairs

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
	DHRE Diversity Goals Report	Summary of activities	DHRE Staff	Our assessment around Diversity and Inclusion	2014-2015 and 2015-2016. We do not have this report for the past two years as it was no longer required by the division of student affairs.	
Carolina Union	SPARK Retreat Participant Post Assessment is administered to students at the close of a weekend retreat to assess the impact of the curriculum.	Survey	Newly admitted undergraduate students, Members of student organizations	Sense of belonging, Self-assessments of growth in understanding, respect, and empathy resulting from interactions with others who are different from themselves	On a recurring basis	
	The Carolina United Participant Evaluation is a retroactive pretest and posttest evaluation used to assess the impact of the Carolina United program.	Survey	Members of student organizations	Self-assessments of growth in understanding, respect, and empathy resulting from interactions with others who are different from themselves	On a recurring basis	Data is used to inform the curriculum development and changes in preparation for the next year.
	The Skyfactor Benchworks College Unions Assessment is administered to students via random sample and open participation. This survey was developed in partnership with ACUI, and is designed to measure the Carolina Union's impact on the student experience at Carolina. The assessment is based on CAS learning outcomes, leverages 10 years of research, and occurs every two years. Our assessment includes institution specific questions, and will provide a report to view UNC's performance in comparison with other institutions. The survey is open to any undergraduate, graduate, or professional student and incentivized with randomly drawn prize winners.	Survey, Analysis of service usage data	Any graduate, professional, or undergraduate student.	Sense of belonging, safety, and connection to the Carolina Union.	On a recurring basis	

13

Student Affairs

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
	The Multi-Institutional Study of Leadership is an international research program focused on understanding the influences of higher education in shaping socially responsible leadership capacity & other leadership related outcomes (e.g., efficacy, cognitive skills, resiliency).	Survey	A random sample of undergraduate students sent individualized and unique survey access links	Satisfaction with the environment for diversity and inclusion, In- and out-of-class experiences, Sense of belonging, Self-assessments of growth in understanding, respect, and empathy resulting from interactions with others who are different from themselves	On a recurring basis	
LGBTQ Center	Safe Zone Evaluation	Survey	Participants in Safe Zone training	Participant satisfaction and program evaluation	On a recurring basis	data collection for 2017-2018 is ongoing
	2018 Needs Assessment	Survey, Focus groups	members of LGBTQ Center listserv and Safe Zone listserv	program evaluation, barriers, participant outcomes, recommendations	It was a one-time project	
New Student & Family Programs	New Student & Family Programs - Student Leader Experience (pre-post Qs that measure learning outcomes and growth over their time as team members)	Survey	Student leaders hired by New Student & Family Programs	Self-assessments of growth in understanding, respect, and empathy resulting from interactions with others who are different from themselves, Measure self-reported change over time (longitudinal)	On a recurring basis	In aggregate, over the course of employment, student leaders report growth in the their confidence and comfort level interacting, working with, and facilitating discussions about diversity & inclusion.
	New Student & Family Programs Student Leader Retreat Assessment	Survey	New Student & Family Programs hired student leaders	Self-assessments of growth in understanding, respect, and empathy resulting from interactions with others who are different from themselves	On a recurring basis	In aggregate, students report that the three activities related to diversity & Inclusion that student leaders participate in during the second half of their retreat really help them better understand and build capacity around concepts of identity and privilege and how it relates to their role as an NSFP student leader serving all Carolina Students.
	First-Year New Student Orientation (section of assessment that asks students about the Exploring Our Stories session)	Survey	Newly admitted undergraduate students	Assessed session learning outcomes	On a recurring basis	
	Exploring Our Stories - Facilitator focus group	Focus groups	Full time staff facilitators from Exploring Our Stories – Summer 2017	Understand the facilitator experience to triangulate with student reported data	It was a one-time project	This has not been summarized, but the questions and transcript are attached.
	Carolina Summer Reading Program Assessment	Survey	Newly admitted undergraduate students	Self-assessments of growth in understanding, respect, and empathy resulting from interactions with others who are different from themselves	On a recurring basis	The majority of participants report that they agree and/or strong agree with the questions asking if they were were encouraged to reflect on their values and consider other view points (these two are asked annually). In 2017, we also asked if the discussion "encouraged them to recognize aspects of cultural diversity in society and north of 86% of respondent agreed or strongly agreed.

14

Student Affairs

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
University Career Services	Covenant Scholar Etiquette Dinner	Yes	All undergraduate students enrolled at Carolina, Carolina Covenant Scholars	In- and out-of-class experiences, Sense of belonging, Self-assessments of growth in understanding, respect, and empathy resulting from interactions with others who are different from themselves	On a recurring basis	Direct Measure via application of learned material, no assessment instrument
	Bell Student Leadership Symposium Branding Workshop	Direct Measure	All undergraduate students enrolled at Carolina	In- and out-of-class experiences, Self-assessments of growth in understanding, respect, and empathy resulting from interactions with others who are different from themselves, Self-efficacy	It was a one-time project	Direct Measure. Students were able to apply knowledge and create action plan.
	McNair Scholars Interviewing Workshop	Direct Measure	All undergraduate students enrolled at Carolina, Graduating seniors, McNair Scholars	In- and out-of-class experiences, Self-Efficacy	It was a one-time project	Direct measure no assessment instrument.
	BSM Network and Chill Experience	Direct Measure	Members of student organizations	Confidence to develop relationships with alumni	It was a one-time project	Direct measure no assessment instrument.
	Spark Etiquette Brunch	Survey	Users of the academic or student support services offered by this unit, Members of student organizations	In- and out-of-class experiences, Sense of belonging, Self-assessments of growth in understanding, respect, and empathy resulting from interactions with others who are different from themselves, Self-efficacy	It was a one-time project	
	Covenant Scholar More Than A Major Career Readiness Series	Analysis of service usage data, Self-efficacy and confidence	All undergraduate students enrolled at Carolina, Graduating seniors, Carolina Covenant Scholars	In- and out-of-class experiences, Sense of belonging, Self-efficacy	It was a one-time project	Direct measure via classroom session and application during shopping experience.
	(W) Initiative Lunch and Learn Series: Networking	Survey	Women of Color: Womxn of Worth Initiative	Satisfaction with the environment for diversity and inclusion, In- and out-of-class experiences, Sense of belonging, Self-assessments of growth in understanding, respect, and empathy resulting from interactions with others who are different from themselves, Self-efficacy	On a recurring basis	

Student Affairs

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
	Lunch and Learn Series: Authenticity	Survey	All undergraduate students enrolled at Carolina, Graduate Students and Women of Color: W Initiative	Satisfaction with the environment for diversity and inclusion, In- and out-of-class experiences, Sense of belonging, Self-assessments of growth in understanding, respect, and empathy resulting from interactions with others who are different from themselves, self-efficacy	On a recurring basis	
	(W) Initiative Lunch and Learn Series: Knowing your value	Survey	All undergraduate students enrolled at Carolina, Graduate Students and Women of Color: W Initiative	Satisfaction with the environment for diversity and inclusion, In- and out-of-class experiences, Sense of belonging, Self-assessments of growth in understanding, respect, and empathy resulting from interactions with others who are different from themselves, self-efficacy		
Campus Health Services	Campus Health Services Satisfaction Surveys	Survey	Students who seek services at Campus Health Services	Customer perceptions of whether the care received was respectful of thei ethnic background and gender.	periodic	From April 2016: 97% reported that the care they received was respectful of their ethnic background; 94% reported care received was respectful of their gender. This reflected an increase over February 2015 of 13 percentage points for the first statement and 6 percentage points for the second.

Chancellor's and Provost's Offices

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
Ethics Education & Policy Management	Speak Up! In Academia	Interviews with diverse students, faculty, and staff	Students, faculty, and staff at UNC	Experiences of discrimination and bias	One time	Results will be used to develop tools for individuals who have experienced, witnessed, or unwittingly inflicted microaggressions in university spaces
Carolina Women's Center	Gender Violence Services Feedback Survey	Survey	Users of the academic or student support services offered by this unit	satisfaction with services provided by Gender Violence Service Coordinators	On a recurring basis	Users of the service are generally quite satisfied with the support they receive.
Center for Faculty Excellence	Grant Program for Instructional Innovation in Large Classes	Surveys; analysis of class grades and student demographics; comparisons of success rates in courses taught using traditional and innovative methods	Undergraduates in large classes	Differences in achievement by demographic groups between course sections using traditional and innovative teaching methods	Multiple analyses	Innovative methods led to reduction in achievement gap for URM and first-generation students
Center for Global Initiatives	Program evaluations for Opening Access program participants	Survey	Users of the academic or student support services offered by this unit	Satisfaction with the environment for diversity and inclusion, In- and out-of-class experiences, Sense of belonging, Self-assessments of growth in understanding, respect, and empathy resulting from interactions with others who are different from themselves, Barriers to global experiences	On a recurring basis	We are regularly working to address barriers across campus (within out unit and more broadly) based on the results of these program evaluation surveys. Much of the broader, institutional issues identifies are discusses with our Opening Access Working group or directly discussed with relevant campus partners. We also work to address any other shortcomings of our programs, events and recruitment identified by these responses and design strategies during the summer to improve services the following year.
	Passport to Go! participant/alumni survey	Survey	Users of the academic or student support services offered by this unit	In- and out-of-class experiences	On a recurring basis	We conduct this survey every two years, and the 2016 survey showed that just getting/having a passport impact a student's decision to go abroad, students want more opportunities to network and learn about learn opportunities, and student still face barriers in using their passports. In response, we have grown the program to reach more students, we've added more programmatic components based on their needs/requests, and we continue to try to address barriers and connect students to opportunities that help them overcome the barriers.
	Non-Credit Global Experiences	Survey	All undergraduate students enrolled at Carolina	In- and out-of-class experiences	It was a one-time project	Analysis from OIRA is include in attached files, and we plan to sit down with the results this summer to plan our next steps.
	Global Alumni Survey	Survey	Majors/minors in this school or department's programs, Graduating seniors, Alumni, Users of the academic or student support services offered by this unit	In- and out-of-class experiences, How experiences at UNC affected professional track and employment	On a recurring basis	We conduct this survey every four years, and the results are used to design programs to meet students' career and professional needs as well as language interests/needs. We also use the results to apply for federal funding (to support the programs).

Chancellor's and Provost's Offices

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
	pre and post survey of CGI awardees	Survey, Focus groups	Users of the academic or student support services offered by this unit	satisfaction with global experiences and with the application process	On a recurring basis	
University Libraries	The Libraries do significant assessments on student experiences in the Libraries--on engagement with the Libraries spaces, services, virtual environments, and collections. These assessments may not, however, specifically ask students about diversity and inclusion at this time (though there may be an opportunity to change that in the future).	Course evaluation, Survey, Focus groups, Analysis of service usage data, Compilation of information to meet accreditation or program review requirements	All undergraduate students enrolled at Carolina, Graduating seniors, Users of the academic or student support services offered by this unit	In- and out-of-class experiences, Sense of belonging	On a recurring basis	In at least one particular instance--a survey given on a regular basis to participants to the Library's Clue game in the Wilson Special Collections Library--students report feeling more welcomed into the the Wilson Library's spaces. Again, while the questions for this assessment may not specifically reference diversity and inclusion, the outcome of the activity, and of the assessment shows that students feel more welcomed and included in the Library's, and the campus's spaces. For example, in the most recent Clue game, 80% of participants indicated that their impression of Wilson Library changed, and students noted that they were "more comfortable" and found the building "more accessible." While these results are more qualitative in nature, the speak to direct responses from students engaging in campus spaces in ways that they have not before, and feeling more included and welcomed. Additionally, 96% of students indicated that they would return to Wilson Library. The results from the survey can be seen here: https://create.piktochart.com/output/29214106-clue-march-2018, specifically in questions #12 and 13.
Undergraduate Admissions	Admitted Student Questionairre	Survey	Newly admitted undergraduate students	Satisfaction with the environment for diversity and inclusion, Sense of belonging, Self-assessments of growth in understanding, respect, and empathy resulting from interactions with others who are different from themselves	On a recurring basis	The Admitted Student Questionnaire helps the Office of Undergraduate Admissions understand the needs and challenges of our admitted students and we make adjustments based upon feedback. The ASQ now asks questions that inquire about diversity such as "I want to get better at leading, serving, and working with people from different backgrounds."
	Visit Survey	Survey	Prospective students	Satisfaction with the environment for diversity and inclusion, Sense of belonging, Visitor satisfaction, overall impression	On a recurring basis	The visit survey allows the Office of Undergraduate Admissions a window into our visitors' thoughts regarding their admissions experience. The Office of Undergraduate Admissions makes adjustments to improve our prospective students' experience.
	Admitted Student Day Survey	Survey	Newly admitted undergraduate students	Satisfaction with the environment for diversity and inclusion, Sense of belonging, Admitted Students Day experience and potential for enrollment at Carolina.	On a recurring basis	
	Focus Group with Carolina College Advising Corp Advisors	Focus groups	Carolina College Advising Corp employees		It was a one-time project	NA

Chancellor's and Provost's Offices

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
	Diversity by Section in First Year Seminar Courses	Survey and data analysis	First Year Seminar Enrollees	The range of diversity across many dimensions within the FYS courses and their entering expectations for diversity and inclusion at UNC	one-time project	Results documented the diversity of student demographics, perspectives, and backgrounds among first year students; however, the results revealed a great deal of consistency in their expectations and aspirations to learn and grow as a result of their interactions within a diverse and inclusive environment
Office of Scholarships & Student Aid	Multiple evaluations of the Carolina Covenant program	Surveys, focus groups, individual interviews, data analysis by OIRA	Low income students enrolled at UNC-CH (many of whom are also underrepresented minorities and first generation)	These assessments investigated low income students' transitions to college, their academic and social integration at Carolina, effectiveness of mentoring programs, and factors related to academic achievement and college completion	Ongoing research and evaluation	Results have been used to plan academic support services, encourage a sense of belonging through various social outreach activities, initiate financial literacy programs, create funding to support study abroad, and summer school incentive funding. Graduation rates have increased considerably as a result of implementing best practices resulting from this research and evaluation
Stone Center	Annual Outcomes Assessment Report of Stone Center Programs	Participation counts and feedback on value of events	Students, faculty, staff	Participation and satisfaction with Stone Center events	Annually	Evaluation results indicate that the Stone Center provides high quality programming that provides opportunities for engagement and discussion related to diversity and inclusion.
Carolina Center for Public Service	Buckley Public Service Scholars Alumni Evaluation	Survey	Undergraduate alumni who graduated as Buckeley Public Service Scholars	To explore the immediate and long-term impact of the BPSS on graduates. Analysis of demographics, current occupation and post-grad civic engagement, UNC experiences and activities, and impact of BPSS experiences	One-time	Participants self-assessments indicated that the exposure to communities that were unfamiliar to them increased their awareness of community needs and social injustice in contrast to their own priviledged backgrounds; increased their skills in working with individuals who differed from them, challenged their views and encouraged them to consider different perspectives; and inspired them to remain engaged and in some cases to pursue careers that were related to public service. encouraged dialog among their peers about their experiences in the communities in which they worked,
	Service Learning Course Evaluations	Course evaluation results analysis	Students enrolled in Service Learning Courses	To obtain feedback from students about their learning outcomes	Recurring	
Institutional Research & Assessment	Diversity in Course Enrollments	Analysis of course enrollment data	Undergraduate course enrollees	The diversity by race, gender, and citizenship within all undergraduate courses, with comparisons by course level, student class status.	In progress	
	Diversity in Enrollments of Courses Taken	Analysis of diversity within courses taken by undergraduates	Undergraduate degree recipients in 2016-17 and 2015-16	From the student perspective, the diversity within courses taken	In progress	
	Courses taken with Diversity Content	Student enrollments in Diversity-related Courses	Undergraduate degree recipients in 2016-17 and 2015-16	The average number of diversity-related courses taken by undergraduate degree recipients	In progress	

Chancellor's and Provost's Offices

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
	Thrive Student Success Study: Examining Gender Differences in Graduation Rates	Analysis of enrollment, achievement, and completion data; comparison of CIRP and SERU data by gender	First-year entering student cohorts of 2008-2010	Academic and self-reported personal attributes associated with gender differences in completion rates	Surveys are administered annually	Results suggest that attitudes and behaviors related to effort may account for the gender gap in completion.
	Thrive Student Success Study: Effectiveness of Probation Term in Improving Graduation Rates for Diverse Student Groups	Analysis of academic and student demographic data	Students who are on academic probation	Comparison of the outcomes of the probation term interventions by demographic and academic characteristics	One-time	Ongoing
	Thrive Student Success Study: Relationship Between Student Beliefs/Attitudes, Demographics, and Success in Returning to Academic Good Standing	Analysis of student self-assessment data completed at beginning of probation semester and academic outcomes at end of term, by demographic characteristics.	Students who are on academic probation	Comparison of beliefs, attitudes, and demographics between students who do and do not return to good standing following the probation term.	One-time	Ongoing
	Thrive Student Success Study: Effect of High Impact Practices on Persistence & Graduation	Analysis of student information system data	Undergraduates in 2008-2010 Cohorts	The relationship between participation in High Impact Practices and Graduation	One-time	Ongoing
	My Course Analytics Dashboard	Analysis of instructor course data on student achievement by demographic group	Undergraduate students	Comparison of course grades by student demographic group to assist faculty in achieving their instructional goals for all students	Recently piloted, will go into full production in 2018-19	NA
	EDUC 130 Navigating the Research University Course Evaluation	Pre- and post-surveys administered at the beginning of the course and several months later.	Entering URM undergraduates in Start Strong	Student growth and development in knowledge of the research university, resources that can support their transition to the University, and skills that will promote their academic and personal success. The survey contains a section on beliefs about the educational benefits of diversity.	Design and items are being used in multiple courses	Beliefs about the benefits they would receive from learning and interacting with different kinds of people were high at the beginning of the course and at follow-up several months later; the greatest gains were observed in "Learning from different kinds of people will help me think more broadly and creatively" (increased from 82% to 92%). Students reported increases in skills in time management, goal setting, stress management, resilience, etc.
	EDUC 301 Thriving in Transition Course Evaluation, Fall 2017	Pre- and post-surveys administered at the beginning of the course and several months later.	Entering transfer students	Student growth and development in knowledge of the research university, resources that can support their transition to the University, and skills that will promote their academic and personal success. The survey contains a section on beliefs about the educational benefits of diversity.	Design and items are being used in multiple courses	Beliefs about benefits of diversity were high at both pre- and post. Ratings of the benefits of interacting and learning with different kinds of people increased an average of 4 percentage points (88% to 82%) on: enhanced thinking skills, preparation for career, and expanding their experiences in positive ways. Mixed results in terms of change from pre- to post in student self-assessments of knowledge and skills related to success strategies. Post-test ratings were often lower than pre-test ratings, perhaps reflecting greater self-awareness after several months at UNC.

Chancellor's and Provost's Offices

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
	QEP: Course-based Undergraduate Research Experience – or "CUREs" –are specifically being emphasized in the QEP in an effort to benefit underrepresented minorities, first-generation students, and students with little research experience.	Faculty assessments of student work aggregated across classes. Rubric-based assessment of samples of student work from CURE classes. Pre/post "Carolina CUREs" survey administered to all CURE classes	All students that participate in CUREs. Collected outcome data is segmented by student demographic information to identify the impact of CUREs on students of difference backgrounds.	Rubrics and faculty assessment were designed to measure student learning of content, and the products of students' research activity. Surveys were designed to measure change in students' disposition, efficacy, and identity as research practioners.	Every semester in all participating courses.	High structure active learning such as CUREs benefits under-represented minority and first-generation students in terms of learning content, interest in pursuing STEM career, and sense of efficacy toward doing independent research.
	QEP: The focus on Makerspaces within the QEP was introduced in part because there's evidence that users of Makerspaces are significantly more diverse than the U.S. population as a whole, particularly with regard to underrepresented minorities.	Review of student work by peers and instructors with rubrics based on Remake Learning Cross-Cutting Competencies. Pre/post "Making in the Research University" survey administered to all QEP courses incorporating Making. Tracking data for all BeAM users are matched to demographic data each semester.	All students enrolled in QEP courses that involve Making. Collected outcome data is segmented by student demographic information to identify the impact of Making on students of difference backgrounds.	Rubrics and faculty assessment were designed to measure student learning of content, and the products of students' Making activity. Surveys were designed to measure change in students' disposition, efficacy, and identity in engaging in research and creative activity through Making.	Every semester in all participating courses.	Intitial findings suggest that Making encourages students' academic confidence by building on previous applied technical knowledge. This appears to be especially true for first-generation students. However, smaller sample sizes limit ability to generalize.
	QEP: The research exposure opportunities component of the QEP has a goal of increasing undergraduate research participation rates for underrepresented minority students, so that by 2022 the demographic characteristics of all students participating in undergraduate research reflect those of the undergraduate population.	Rubric-based assessment of samples of student work from classes. Pre/post "Research-Related Skills" survey administered to particiating classes.	All students enrolled in Research-Related Skills Courses. Collected outcome data *will be* segmented by student demographic information to identify the impact of Making on students of difference backgrounds.	Rubrics and faculty assessment were designed to measure student learning of content and development of research skills. Surveys were designed to measure change in students' disposition and efficacy toward engaging in scholarly activity.	Every semester in all participating courses.	There is evidence for improvement in student skills in research scholarly literature and engaging in scholarly writing, however, small sample sizes limit the ability to note patterns by student demographic.

Chancellor's and Provost's Offices

Organization	Project Title or Assessment Instrument	Data Collection Method(s)	Target participants	What Assessment Was Designed to Measure	Frequency of Administration	Summary of Assessment Findings
	Math and Science Achievement and Resourcefulness Track (SMART program)	Number of applications and awards granted. Faculty review of student work.	Underrepresented rising sophomores / Rising seniors who came to UNC as transfer students	Impact of mentored research.	ongoing	This was funded by NSF - final report being prepared
	Chancellor's Science Scholars Summer Transition program (Summer Thrive Course)	Chancellor Science Scholar participate in EDUC 130 and receive a pre/post survey	underrepresented minority and first-generation students	impact of course content and summer transition program on transition to UNC.	Pre-survey is administered first day of class; post-survey is administered before mid-term of fall semester.	Data is currently being collected
	Summer Transfer Program Evaluation	EDUC 130 Pre-Post Comparison Survey	incoming transfer students	impact of course content and summer transition program on transition to UNC.	Every summer	Data is currently being collected
	Start Strong Summer Transition Program Evaluation	EDUC 130 Pre-Post Comparison Survey / A more comprehensive evalution of the program is underway for Summer 2018	Newly admitted African-American men	impact of course content and summer transition program on transition to UNC.	Every summer	Participants described growth in a number of areas addressed by the program.
	Athletes Onboarding Evaluation	EDUC 130 Pre-Post Comparison Survey	Incoming student athletes	impact of course content and summer transition program on transition to UNC.	Every summer	Data is currently being collected
	Summer Bridge (Summer Thrive Course)	EDUC 130 Pre-Post Comparison Survey	Incoming Summer Bridge participants	impact of course content and summer transition program on transition to UNC.	Every summer	Data is currently being collected